

TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND COMPONENTS

ESEA Title II, Part A Information

Major change in the law: Although the ESEA Title II, Part A incorporates funds from the former ESEA Title II Eisenhower Professional Development Program, the Reduced Class Size Program and additional funds, this Title II is very different from the former programs. For example, Title II, Part A does not target mathematics and science professional development, requires no matching funds, and has no consortium requirement for districts receiving under \$10,000. Title II, Part A targets professional development for all teachers and principals to bring them up to high quality as specifically defined in ESEA Title IX, Section 9101 (23).

Purpose: The purpose of ESEA Title II, Part A is to increase student academic achievement by:

- Improving teacher and principal quality;
- Increasing the number of highly qualified teachers in the classroom; and
- Increasing the number of highly qualified principals and assistant principals in schools.

Choices: Districts have choices as to how they will use Title II, Part A funds to raise student achievement, particularly the achievement of lower performing students. Title II, Part A allows for a wide range of activities to support or reform recruitment, retention, accountability, professional development, evaluation, and reducing class size. All activities must be based upon scientifically based research that promises to raise student achievement and must have an impact on the performance of low-achieving students. Expenditures must supplement, not supplant the district general fund obligations.

Requirements for Title II, Part A Activities: Applicants must show that the activities carried out under Title II, Part A are tied to challenging state and local standards, are based upon a review of scientifically based research, and will have a substantial, measurable, and positive impact on student achievement. These activities will be used as part of a broader strategy to eliminate the gap that separates low-income and minority students from other students and the professional development activities will be coordinated with other federal, state and local programs.

Local Needs Assessment Required: Each applicant district must conduct an assessment of local needs for professional development and hiring and must involve teachers, including Title I teachers. The needs assessment must take into account activities that will give teachers subject matter and teaching skills and give principals instructional leadership skills to help teachers to help students meet challenging state and local academic achievement standards.

It is recommended that this needs assessment be done through the analysis of disaggregated achievement data to identify students most likely to be at risk of not performing at proficient levels on measures aligned to the state standards. Disaggregated data can be found at <http://www.opi.state.mt.us/Assessment/2001results.html>. It is not necessary to disaggregate and analyze data for subpopulations of fewer than five.

Requirements for Collaboration with Title II, Part D Professional Development: Districts must ensure that the professional development needs of teachers and principals will be met by including them, as well as parents, in the planning process. Districts must integrate funds under Title II, Part A with those under Title II, Part D for the integration of technology into curriculum and instruction. Training provided must enable teachers to teach and address the needs of students with different distinct learning styles, improve student classroom behavior, and/or understand and use data and assessments to improve classroom practice and student learning.

TITLE II, PART A—TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND COMPONENTS

LE_____

PURPOSE

The purpose of ESEA Title II, Part A is to increase **student academic achievement** by improving teacher and principal quality.

DATA ANALYSIS TO DETERMINE LOCAL NEED

Activities must be determined by analyzing district data to determine needs consistent with Title II, Part A. Data sources analyzed as the needs assessment for Title II, Part A activities (check **ALL** that apply):

- | | |
|---|--|
| <input type="checkbox"/> Standardized Test Required by State (ITBS, CTBS, Stanford) | <input type="checkbox"/> Montana Title II Teacher Self-Assessment Survey |
| <input type="checkbox"/> Teacher Developed Student Assessment | <input type="checkbox"/> (available through OPI for district use) |
| <input type="checkbox"/> (criterion referenced, performance assessments, etc.) | <input type="checkbox"/> District Teacher/Student/Community Attitudinal Survey |
| <input type="checkbox"/> District Adopted Assessment (other than ITBS, CTBS, or Stanford) | <input type="checkbox"/> (circle all that apply) |
| <input type="checkbox"/> Criterion Referenced Tests | <input type="checkbox"/> Grade Distribution Trends |
| <input type="checkbox"/> (used by all teachers at the same grade level within a building) | <input type="checkbox"/> Course Enrollment (AP, Basic, etc.) |
| <input type="checkbox"/> Student Performance Assessments | <input type="checkbox"/> College Placement Exams (SAT, ACT, etc.) |
| <input type="checkbox"/> (used by all teachers at the same grade level within a building) | <input type="checkbox"/> Dropout Data |
| <input type="checkbox"/> Ongoing Program Assessment Data | <input type="checkbox"/> Teacher Appraisal Data |
| <input type="checkbox"/> (curriculum reviews, project evaluations, etc.) | <input type="checkbox"/> Student Portfolios |
| <input type="checkbox"/> Class size data | <input type="checkbox"/> Other_____ |

DATA-DRIVEN DECISIONS

From the analysis of your data, what student achievement gains are focuses for Title II, Part A activities? (Check **ALL** that apply.)

- | | |
|---|---------------------------|
| <input type="checkbox"/> Increased Student Achievement in K-4 | _____ (list content area) |
| <input type="checkbox"/> Increased Student Achievement in 5-8 | _____ (list content area) |
| <input type="checkbox"/> Increased Student Achievement in 9-12 | _____ (list content area) |
| <input type="checkbox"/> Increased Student Achievement in _____ | _____ (list content area) |
| <input type="checkbox"/> What level? _____ | |

Are data reviewed periodically in order to identify trends? ☐ Yes ☐ No, because_____

ENSURING EQUITY

Disaggregated data can be found at <http://www.opi.state.mt.us/Assessment/2001results.html>. It is not necessary to disaggregate and analyze data for subpopulations of fewer than five.

Was disaggregated (separated by socio-economic, ethnicity, gender, grade level, etc.) data utilized in decision-making?

☐ Yes ☐ No, because_____

Which data from the list at the top of this page were disaggregated?_____

By what categories?_____

Through the analysis of the disaggregated data, which group(s) of students were identified as possibly being at-risk of failing to achieve proficiency on Montana's Content and Performance Standards? _____

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LE_____

SUSTAINABILITY

What models of ongoing, job-embedded professional development will your district use in order to support the implementation of specific instructional strategies and content information to ensure implementation at the local level? (Check **ALL** that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Curriculum Implementation and Adaptation
(standards alignment, replacement units, etc.) | <input type="checkbox"/> Study Groups |
| <input type="checkbox"/> Action Research | <input type="checkbox"/> Collaborative Planning |
| <input type="checkbox"/> Coaching and Mentoring | <input type="checkbox"/> Development of Assessment/Rubrics |
| <input type="checkbox"/> Workshops, Institutes, Courses | <input type="checkbox"/> Case Discussion |
| <input type="checkbox"/> Ongoing Program Assessment | <input type="checkbox"/> Other _____ |

PROPOSED ACTIVITIES

Title II, Part A activities must be based upon an analysis of data to determine local needs and upon scientifically based research that promises to raise student achievement. Please check the general activities that your district plans to use these funds to support:

- _____ Recruitment of high-quality teachers* to increase student achievement
- _____ Recruitment of high-quality principals to increase student achievement
- _____ Retention of high-quality teachers* to increase student achievement
- _____ Retention of high-quality principals to increase student achievement
- _____ Professional development to increase student achievement
- _____ Evaluation of data to increase student achievement
- _____ Reduction of class size to increase student achievement

*A high-quality teacher is one certified by the State of Montana and endorsed in the grades/subjects taught.

Explain how this choice of activity is expected to raise student achievement and to assist the district to reach the goal of having a high-quality teacher in every classroom:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501

ESEA Title II, Part A—Annual Budget 2002-2003

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1-September 30 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2003.

The maximum allowable carryover for districts or consortia of districts is 25 percent of the previous year's allocation. The 25 percent carryover limitation will be applied as of September 30. Requests to carryover funds in excess of the 25 percent limit must be made in writing by June 1. Contact the OPI specialist assigned to this project for directions.

Prime Applicant District: _____

Legal Entity: ____ _

Budget Items	Proposed Budget	Approved Budget 1	Approved Budget 2	Approved Budget 3
1. Salaries and Benefits Objects 1xx, 2xx				
2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx				
3. SUB-TOTAL DIRECT COSTS				
4. Indirect Costs @ ____% (See back for directions.)				
5. Equipment (\$5,000 or more per unit) Attach Details and Justification Object 7xx				
6. TOTAL BUDGET				
7. OPI Use Only: Approved By/Date				
Project No. <input style="width: 250px;" type="text"/>				

OPI USE ONLY (at time of fiscal closeout of previous year's project)

- ☐ The final determination of fiscal year 2002 Title II Eisenhower Professional Development Program and/or Reduced Class Size Program carryover funds has been completed. The final amount of _____ has been amended into this budget. The most recent approved budget amount is the total available for this project year as of this date.

Signed _____

Date _____

For assistance, contact Patricia Johnson at (406) 444-2736, or call Jurenne Fuchs at (406) 444-2560.

Example Indirect Cost Calculation

To calculate Indirect Costs on Line 4: If approved rate is 4.32% and total grant award is \$40,000 and equipment cost on Line 5 is \$5,500:

$$\frac{\text{Indirect Cost Rate}}{(1.00 + \text{Indirect Cost Rate})} \times \text{Total Award less Equipment (Line 5) } (\$40,000 - \$5,500) = \text{Line 4}$$

$$\frac{.0432}{1.0432} \times \$34,500 = \$1,428.68 \text{ (Line 4)}$$

To check, multiply the approved rate times Line 3.